

By three methods we may learn wisdom: by reflection, which is the noblest; second, by imitation, which is easiest; and third by experience, which is the bitterest—Confucius

You will be creating a writing portfolio (a collection of your writings done throughout the year and your reflections on them) to demonstrate what, how and why you learned this year. The purpose is to show the progress that you have made in your writing over the last year or several years, to showcase your best work, and to reflect on your writing process and your learning.

Requirements: Your portfolio should include the following items:

1. A **container** or holder of some type with your name on it
2. A **table of contents** listing contents of portfolio with page numbers (all pages in portfolio must be numbered either on computer or by hand).
3. An **introductory letter** to me discussing:
 - Your **goals** (for this year and for your high school career)
 - Your **reflections** on your learning and your writing process (what you have learned and why you have learned it, what you still need to learn or work on)
 - Your **reasons** for selecting what you selected
4. **Fifteen** pieces of writing from your junior high/high school (7th - 12th) career thus far (see the tracks on the back)
5. Reflections for **each piece** of writing chosen for inclusion in portfolio. Be honest and put forth appropriate effort for these reflections because I read these more thoroughly than I read anything else in the portfolio. Reflections should be at least a page and five paragraphs long. Answer as many as possible in your reflection- be sure to address the last one specifically.

Here are some things to think about and address in your reflection for each piece.

- What thought, effort and time that you put into this piece of writing.
- Did I deserve the grade I received or not? Why? (if applicable)
- What are three of the strengths or best parts about this piece?
- What do I really love about it?
- What did I learn about the writing process, about me as a writer and as a student and about what I know about the 6+1 traits while creating this piece?
- What was the hardest part about writing this piece? What was the easiest? Explain why.
- What are three areas that you know you need to improve on?
- What are your strengths as a writer?
- What was the rationale for topic choice (why you chose to write about what you wrote about)
- What was your writing process?
- What was your effort/grade relationship (if applicable)
- What knowledge did you gain? (self-knowledge, content knowledge, rhetorical knowledge, critical knowledge, judgment)- **see attached sheet**

Be creative and thoughtful in this portfolio. You will appreciate the effort you put into because the result is amazing. Do not procrastinate on this portfolio. Follow the schedule I have included and you will have plenty of time to complete this project.

Choose one of the tracks below to determine what should go into your portfolio.

Category	Track X	Track Y	Track Z
Academic *	3	5	5
Personal **	4	2	3
Creative ***	4	3	3
Transformative ****	4	5	4
Total	15	15	15

*Academic writing selections- writing for school classes, essay tests, research papers, projects, etc.

**Personal writing- memoirs, personal essays, personal narrative, etc.

***Creative writing- short story, poetry, plays, scripts

****Transformative writing- narrative, persuasive, informative (expository), descriptive; **take from journal entries** (Must show process for at least three pieces) (process includes prewriting, organizing (organizing), drafting, revising (4), editing and completing)

Tuesdays and Thursdays will be writer's workshop time. During these workshops, we will work on prewriting, organizing, drafting, revising, editing, and completing writing projects for this class and for you portfolio. We will also work on writing skills that need polishing.

I will grade your portfolio according to the following rubric with extra credit possibilities built in.

Expectation	Score
Requirement missing	0
Requirement completed, but falls below expected standards	1
Requirement completed, but improvement is possible	2
Requirement fully meets expectations	3
Requirement exceeds expectations and is so creatively done that it deserves extra credit	4

Portfolio part	Possible	Score	Weight	Total	Your score	Comments
Container	3		X 5	15		
Table of contents	3		X 5	15		
Introductory letter	3		X 15	45		
15 reflections (1 for each piece)	3		X 25	75		
Academic writing	3		X 20	60		
Personal writing	3		X 20	60		
Creative writing	3		X 20	60		
Transformative writing	3		X 20	60		
Effort/time management				60		
Total				450		
Grade						

Deadlines will be set for you to have specific parts of this portfolio done. I will check portfolios on the following and assign points- 14 checks at 5 points each.

October 21- have track chosen and two journal prompts selected for development into transformative pieces.

November 4- have binder or container chosen and journals in it. Have at least two pieces of previous writing selected for inclusion in one of the categories (academic, personal or creative). Have one transformative piece done and out for revisions by two classmates.

November 17- Have two previous pieces of writing (chosen by 11-18) in binder and have reflections done on them. Have second round revisions for one transformative piece done.

December 9- Have one transformative piece complete with revisions and reflection and have second done and ready for revisions. Have two additional pieces selected for academic, personal or creative categories and put them in binder.

December 21- Have second transformative piece corrected and ready for second revisions; have reflections done for pieces chosen for inclusion on 12-16 and in binder. Have classmates read completed reflections to ensure that they are grammatically correct (Four should be done by now). Choose one journal for development into transformative piece.

January 12- Have third transformative piece written and out for revisions; have reflection done for second transformative and have it read by classmates for correctness. Have two additional selections chosen and in binder for academic, personal or creative pieces.

January 27- Have third transformative piece corrected and out for second revisions. Have fourth transformative written and out for first revisions. Have another academic, personal or creative reflection done and have classmates read it for correctness.

February 10- Have third transformative piece done and reflection done and read by classmates. Have another academic, personal or creative piece chosen and write reflection.

February 23- Have fourth transformative piece corrected and out for second revisions; Begin putting section pages in binder and create rough draft of table of contents. Begin decorating binder for extra credit

March 8 Have fourth transformative piece completed and have reflection written. Have classmates read it for correctness. If necessary, choose fifth journal and begin writing fifth transformative. Have another academic, personal or creative piece chosen and write reflection.

March 23- Have another academic, personal or creative piece chosen and write reflection. Have revisions on fifth transformative.

April 4- Have another academic, personal or creative piece chosen and write reflection. Take inventory of what is done and complete what is not finished.

April 13- Have all pieces completed and in binder. Finish binder decorating.

April 30- Have all reflections done and in binder. Write letter to me and finish table of content.

May 7- hand in completed portfolio in class

Use the following to write your reflections and your letter to me for your portfolio

Choose a few questions from each group to respond to, questions that allow you to explain and demonstrate your most important learning in the course. Also, choose experiences to discuss and passages to cite that illustrate more than one kind of knowledge.

Self-Knowledge -- your understanding of how you are developing as a writer. Think about the writer you were, are, or hope to be. You can also contemplate how the subjects you have chosen to write about relate to you personally beyond the scope of your papers.

- What knowledge of myself as a writer have I gained from the writing I did in this course and over the past several years?
- What changes have occurred in my writing process or practices?
- What changes have occurred in my sense of myself as a writer?
- What patterns can I identify between the way I approached one writing project versus another?
- **How can I best illustrate and explain the self-knowledge I have gained through reference to specific essays or parts of specific essays?**

Content Knowledge -- what you have learned by writing about various subjects. It also includes the thinking that has gone into the writing and the insights gained from considering multiple points of view and from grappling with your own conflicting ideas. Perhaps you have grasped ideas about your subjects that you have not shown in your papers. These questions about content knowledge can prod your thinking.

- What kinds of content complexities did I grapple with this semester?
- What insights did I arrive at through confronting opposing viewpoints?
- What new perspectives did I gain that may not be evident in the essays themselves?
- **What passages from various essays best illustrate the critical thinking I did in my writing projects for this course?**

Rhetorical Knowledge --your awareness of your rhetorical decisions—how your contemplation of purpose, audience, and approach or genre affected your choices about content, structure, and style. The following questions about rhetorical choices can help you assess this area of your knowledge:

- What important rhetorical choices did I make in various essays to accomplish my purpose or to appeal to my audience?
- What passages from my various essays best illustrate these choices? Which of these choices are particularly effective and why?
- About which choices am I uncertain and why?
- What have I learned about the rhetorical effects of audience, purpose, and genre on the choices I make as I write?
- How do I expect to use this learning in the future?

Critical Knowledge or Judgment -- your awareness of significant strengths and weaknesses in your writing. This area also encompasses your ability to identify what you like or value in various pieces of writing and to explain why.

- Of the papers I have written this year which is the best and why? Which is the weakest paper and why?
- How has my ability to identify strengths and weaknesses changed during this course?
- What role has peer, instructor, or other reader feedback had on my assessments of my work?
- What improvements would I make in my essays if I had more time?
- How has my writing changed over the semester? What new abilities will I take away from this course?
- What are the most important things I still have to work on as a writer?
- What is the most important thing I have learned in this course?
- How do I expect to use what I've learned from this course in the future?

Source: Ramage, John D., Bean, John C., and June Johnson. The Allyn and Bacon Guide to Writing. 3rd ed. New York: Longman, 2003.